DOCUMENT RESUME

ED 390 843 SP 036 406

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TITLE Cooperating Teachers Reflect upon the Impact of Coaching on Their Own Teaching and Professional Life.
PUB DATE Apr 95
NOTE 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Partnerships in Education; *Professional Development Schools; Reflective Teaching; Student Teachers; *Teacher Attitudes; Teacher Student Relationship; *Teacher Supervision; Teaching Models; Teaching Skills
IDENTIFIERS *Coaching for Improved Teaching; Professional Image; Reflection Process; University of California Irvine

ABSTRACT

This study focused on the experiences of cooperating teachers beyond their immediate work with student teachers. The study was a major part of a collaborative action research project in which 172 cooperating teachers experienced the new role of "University Associate" as part of the University of California-Irvine Professional Development Schools (PDS) program, a partnership with 41 schools in which cooperating teachers play a pivotal role in mentoring student teachers as well as serving as a link between the university and the school. A review of recent literature indicated that PDSs reflect a significant shift in clinical teacher education. The process for preparation and support of university associates included cognitive coaching seminars, student teacher orientations, and dialogue meetings with other university associates. The study findings suggested five categories of reflection regarding University Associates experiences: (1) attitudes and perceptions, including renewed enthusiasm about classroom teaching and increased respect for the university faculty; (2) pragmatic application, including cognitive coaching techniques, more effective use of technology, approaches to time planning, classroom management and discipline, and brainstorming with other teachers; (3) professional image, including more confidence in training others; being seen as a colleague by the university, and more commitment to the development of quality teacher education; (4) human relations, including improved social interaction and communication skills; and (5) personal reflections, including sense of pride as an individual, and motivation to remain in the profession. The study demonstrated that this approach to the Professional Development School partnership with teacher education programs provides a strong basis for change and renewal not only in the work of student teachers but also in the lives of individual teachers and their schools. Statements from study participants are included. (Contains 15 references.) (ND)

ED 390 843

COOPERATING TEACHERS REFLECT UPON THE IMPACT OF COACHING ON THEIR OWN TEACHING AND PROFESSIONAL LIFE

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Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1995.

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COOPERATING TEACHERS REFLECT UPON THE IMPACT OF COACHING ON THEIR OWN TEACHING AND PROFESSIONAL LIFE

INTRODUCTION

This study focuses upon the experiences of cooperating teachers beyond their immediate work with student teachers. The study was a major part of a collaborative action research project in which 172 cooperating teachers experienced the innovative process of changing to "University Associates" as part of the University of California-Irvine partnership with forty-one Professional Development Schools in eight Orange County districts (Ariav/Clinard, 1994). Teachers experienced changes in their role which influenced their own teaching and professional life. They had various opportunities to share their developing perspectives with the research team.

The university research team consisted of (1) a UCI faculty member who was initiating the role of UCI/PDS Staff Development Liaison and (2) a visiting teacher education-curriculum researcher from Israel. A shared goal of the researchers was to explore the potential for teacher education and teachers' professional growth of the new approach to working with cooperating teachers in PDS. In addition, the two researchers--based in two different cultures--sought to examine teacher education strategies which could be replicated and further developed through on-going communication in different cultural settings.

PERSPECTIVE

Professional Development Schools (PDS) reflect a significant shift in clinical teacher education (Zeichner, 1992), and have been one approach to addressing reforms in teacher education to address goals such as those outlined in *Tomorrow's Teachers* (Holmes Group, 1986):

1. **To make the education of teachers intellectually more solid.**
2. **To recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work.**
3. **To create standards of entry to the profession**-examinations and educational requirements-that are professionally relevant and intellectually defensible.
4. **To connect our own institutions to schools**. If university faculties are to become more expert educators of teachers, they must make better use of expert teachers in the education of other teachers, and in research on teaching. In addition, schools must become places where both teachers and university faculty can systematically inquire into practice and improve it.
5. **To make schools better places for teachers to work, and to learn.**

The recognition that expert teachers are very important for a successful teacher education program led to experimentation with different approaches in Professional Development Schools to working with the cooperating teachers. Although the cooperating teacher has been recognized historically as a "primary influence" in the teacher preparation process (Nagel, 1991), his/her status in preservice education declined during the 1960's and 1970's. Within the Professional Development School model, the cooperating teacher plays a pivotal

role in mentoring student teachers, as well as serving as a link between the university and the school.

Changes in the roles and expectations of cooperating teachers in PDS networks have been described recently (e.g., Cotton, 1992; Enz, 1992; Nagel, 1991). Most studies explore criteria for the selection of cooperating teachers. Other studies relate what happens to the novice teacher or student teacher in the mentoring process. Studies have also evaluated the effectiveness of mentoring initiatives and offered suggestions (e.g., Bean and Zulich, 1991; Ashton, et. al., 1990).

The Ford Foundation Clinical Schools Project report is one of few which shares the actual "voices" of teachers who express changes resulting from the university/school collaboration:

> ...A friend noticed that I was reading a copy of *learning to Teach* by Richard Arends (1990) and commented that I was too close to retirement to learn how to do it correctly now. At the time I laughed, but in reflection, I know that it is never too late to learn to teach; that is the basis for the excitement, strength, and motivation of the Professional Development Center renewal program. We at the middle level can learn better methods and strategies whether we are student teachers or veterans-and we are learning.
>
> *-Branigan, clinical teacher and university teaching associate, Seattle, Washington* (Anderson, 1993)

The positive impact which such collaboration and mentoring can have on the professional development of teachers has been cited by Lieberman and Miller (1990), Blank and Sindelar (1992), Kull (1991), and Cromwell (1991).

Few studies examine the influence of the PDS/mentoring role of cooperating teachers beyond their work with student teachers. Most studies describe in general, rather than specific ways, the effects of the new role of cooperating teachers on school practices and on the mentors' professional lives. They usually do not address the issue from a more personal perspective that allows for concrete descriptions. The cooperating teacher is rarely perceived as an individual whose life beyond the classroom interacts with the classroom practice. This was one focus of our study.

UCI PROFESSIONAL DEVELOPMENT SCHOOL PROGRAM

The University of California-Irvine Professional Development School concept was first explored in 1991-92 with Pio Pico Elementary School in Santa Ana. The UCI Department of Education faculty, students, and educational leaders representing Orange County districts with whom UCI had traditionally placed student teachers were consulted in the Spring-Summer, 1992. Each had an opportunity to provide input and support for developing goals and plans for the further development of the UCI Professional Development School model. The following goals evolved:

UCI/PDS "OUTCOME STATEMENTS" IDENTIFIED IN JUNE, 1992

1. Major Outcome:

   Continual improvement of the education of K-12 students and teachers of tomorrow.

2. Specific Outcomes:

   - Promote respect of differences and positive support among partners.
   - Provide ongoing opportunities for dialogue.
   - Encourage application of research-based and reality-based instruction.
   - Empower participants to use their own ideas and to share ideas to address the needs of their students and state/local curriculum guidelines.

During 1992-93, UCI placed a high priority upon building trust among the PDS partners through respecting and maintaining the collaborative process. Specific goals were identified each year to support the UCI/PDS outcome statements. A goal for 1993-94 involved the changing roles of participants in the UCI/PDS program, i.e., "Develop the collaborative roles of University Associates (formerly Master Teacher) working with UCI Advisors (formerly supervisors), Program Coordinators, and Teacher Candidates." PDS representatives expressed support for this goal at the 1992-93 planning meeting in June, 1993.

The following expectations for each leadership role were developed collaboratively:

1. **University Associates** should express commitment to:
   - Collaborate with UCI and fellow professionals to achieve UCI/PDS goals.
   - Coach and model the most recent techniques for effective instruction.
   - Plan and implement effective teaching strategies for diverse populations.
   - Explore the effective application of current technology.
   - Develop as a professional through active participation in professional organizations, subject matter projects, and/or other professional commitments.
   - Actively explore instructional change through restructuring, educational reform, "action research," ...as suggested in recent research and California Department of Education subject matter frameworks and restructuring documents.

2. **UCI Methods Advisors should demonstrate a commitment to:**
   - Get to know a core group of students...What are their goals? Who are they as individuals? What are their strengths and needs related to their goals?

- Adopt the motto: "An advisor doesn't have all the answers, but works with students and others to find answers."
- Get to know University Associates and expectations of schools. Work with University Associates for the benefit of students.

3. **Program Coordinators will:**
   - Coordinate Teacher Candidate and PDS placements and experiences.
   - Communicate regularly with schools, faculty, and students.

4. **Staff Development Liaison will:**
   - Facilitate staff development among PDS University Associates.
   - Communicate with UCI faculty to develop collaboration among University Associates, Advisors, and Teacher Candidates.

PURPOSE AND PROCESS

Purpose

During the Fall, 1993, Linda--the Staff Development Liaison--initiated a collaborative action research project to focus on the changing role of the University Associate. Tamar, a visiting scholar from Israel, joined the project soon after. The two researchers designed the project in collaboration with UCI/PDS leaders, as well as participating teachers. As a major part of the project, this study has examined how the new role of the University Associate within the UCI Professional Development School program has affected (1) their practice as classroom teachers, and (2) their professional life beyond the classroom.

Cooperating teachers were asked to share (amongst one another) how their new role as University Associates influenced them as classroom teachers and professionals. We believed that if their new clinical role is confined to coaching student teachers and does not translate into other professional dimensions of their work, then the effect of the school/university partnership is short-lived and might not manifest itself in a real school reform. For school and university to benefit from the collaborative process, there needs to be some transfer of the mentoring experiences to school practice and professional image. Asking the University Associates to reflect upon this issue provides insights into linking school/university reform initiatives.

Process for Preparation and Support

Preparing and supporting University Associates in their new role included Cognitive Coaching seminars (Costa and Garmston, 1994), participation in student teacher orientations, and a series of University Associate "dialogues." The process involved the collaborative efforts of university and local school administrators, as well as faculty throughout the school year, 1993-94. University Associate attendance at the seminars, orientations, and dialogues is summarized in Table 1. Each of the preparation and support components is described below:

A. Cognitive Coaching Seminars: Before student teaching began in the Winter/Spring, 1994, a full-day Cognitive Coaching seminar was offered twice, one day for elementary and one day for middle and high school. University Associates were trained by Marilyn Tabor, Curriculum Coordinator in the Irvine Unified School District and national Cognitive Coaching trainer (ASCD, 1987). The PDS districts arranged released-time for the teachers to participate in the seminars organized by the UCI/PDS Staff Development Liaison. "Make-up

Seminars" (1-1/2 hours after school) provided by the Staff Development Liaison were offered to those University Associates who did not attend the all-day seminar.

The purpose of the seminars was to present the University Associates an approach suitable for coaching student teachers. Cognitive Coaching is a non-judgmental, inquiry-based way for mentoring and guiding others as equal partners. The approach requires an attitudinal shift in the perception of the coach's role, as well as specific skills and knowledge related to the coaching process.

B. Student Teacher Orientations: Student teachers and University Associates were invited to orientations held at a PDS site approximately two-weeks before student teaching. The orientations allowed University Methods Advisors to meet with University Associates and student teachers in small groups to review student teacher requirements, course syllabi, the program's goals, and the new relationships between the three groups of participants.

C. Dialogues: Support for the new University Associate role was offered by the UCI/PDS Staff Development Liaison through dialogue meetings held approximately once a month at school sites for clusters of teachers from neighboring schools. The purpose of this communication and support system was to allow teachers to reflect upon, share, and discuss their coaching experiences. This component seemed to be of crucial importance in order to sustain the role changes proposed in the UCI/PDS program. The dialogues also provided the data which supported on-going changes for developing and continually improving the program.

Dialogue meetings were held during the school day and began approximately one month after the beginning of Student Teaching. The UCI Staff Development Liaison arranged with PDS district and school administrators to have University Associates released for the dialogues. At the elementary level, arrangements were made to have the Student Teacher take responsibility for the class while the UA attended the dialogue. Secondary teachers were able to come during the school day only if their schedule permitted. (It was suggested that secondary dialogues be held after school during 1995.) The agenda for each 90-minute dialogue was prepared by the Staff Development Liaison and confirmed at the beginning of each meeting by the University Associates.

Proposed Agenda for UNIVERSITY ASSOCIATE DIALOGUE

1. Welcome and discussion of agenda (5-10 minutes)
2. Share experiences about Cognitive Coaching student teachers (25 min.)
    a. Individually in writing (to be collected by UCI team)
    b. Small-group discussion (by grade level or subject area)
        UCI team listens and records.
3. Whole-group discussion of Cognitive Coaching questions: (20-30 min.)
    a. Record list of lingering questions
    b. Discussion of these questions by the teachers and UCI team.
        (*Sample questions are listed below.*)
4. Focus Question: Example- "What experiences should be offered to prepare student teachers for a diverse classroom?" (20 min.)
5. Looking Ahead: Announcements of future events (3-5 min.)
6. Written Follow-Up: Feedback on the dialogue session and suggestions for future dialogues. (2-3 min.)

Dialogue participants usually chose to follow the sequence of the proposed agenda, but changes were often made in the length of time spent on each segment. Some "clusters" chose to spend more time in small groups than in large-group sessions. Others would choose not to address a focus question, because they had many questions of their own.

The following samples of University Associate questions were discussed in the large-group session:

- *How much freedom should the student teacher have in establishing curriculum and strategies?*
- *What are the exact requirements for student teachers?*
- *Will future student teachers be trained in Cognitive Coaching?*
- *Will those University Associates who have been trained in Cognitive Coaching be eligible for more student teachers?*
- *What classroom experience do UCI advisors have?*

The dialogue meetings provided a support network which benefited the classroom teacher and the student teacher.

DATA COLLECTION AND FINDINGS

Data were collected in the Cognitive Coaching Seminars and the orientation meeting through descriptive observations of large group interaction. However, most data were gathered in the dialogues, which were done in small groups of University Associates discussing intensively their personal and professional experiences.

In addition to attendance information, data were recorded at each dialogue through scripting discussions and collecting written feedback. The scripts and

written feedback from the dialogues were coded and categorized. These data were analyzed according to a number of major categories which were later refined and reorganized based on patterns which emerged from the data. An open-ended questionnaire was piloted and then used to provide comprehensive summative data. The qualitative data from both, the scripted dialogues and the questionnaire, were put into a database.

Dialogue Documentation

University Associate comments, questions, and vignettes during the dialogues focused primarily upon student teacher behavior and/or university expectations but also related to their own teaching practices and professional image. The following comments are examples of the impact of the new role on the University Associate in the classroom and/or beyond:

- "I've found that the coaching experience can, as a side-effect, positively impact on the individual students in my class. On one coaching experience, I recorded all the responses from one student and the student teacher. Afterwards, I also shared this with the student. He was extremely surprised to see how often he commented without getting permission to share."

- "Being a coach has given me the opportunity to get ideas and input from another person. It has been insightful for me to have my student teacher recording my actions while teaching and then discussing them. Coaching has offered an opportunity to reexamine why I'm teaching what I am and why I'm using the methods I am."

- "I have been able to watch and listen to the creativity of another person's ideas. This is all very new to me, yet I am finding that working with another person

is exciting and challenging at the same time. I am also learning how to let go and let my student teacher do what she has planned and then talk about strengths and 'work-on' areas afterward."

Questionnaire Findings

The questionnaire included eighteen open-ended questions that explored various aspects of the new role of the University Associates. There was also one item which requested background data including the UA's previous experience with UCI student teachers.

Two of the eighteen open-ended items asked questions specifically designed to explore the impact of the new role on University Associate within the classroom and beyond.

Question 6: Which aspects of your training and experiences as a University Associate have ***influenced your work as a teacher in your own classes?***

Question 7: How has your involvement with the UCI process as a University Associate had an ***impact upon you as a professional beyond the classroom?***

Fifty-three percent of all University Associates filled out the questionnaire. Responses were categorized and organized by emerging patterns. A frequency distribution was calculated.

Analysis of the data indicates a positive impact upon the cooperating teachers with 88% respondents providing examples of positive impact in the classroom, 4% claim no impact, and 8% who provided no answer to this question; 76%

sharing positive examples of the impact of the new role beyond the classroom, 6% said there was no impact, and 18% provided no answer to this question.

Question 6: Responses to the question about the influences of the cooperating teachers' new role on their work as classroom teachers can be divided into general comments, specific comments and specific examples. While the first two seem to be shared by many teachers, the specific examples are clearly more unique and targeted.

Some of the more common general comments were:

- "I find myself eager to reflect on my own lessons and engage in personal coaching more so than I was before this experience. I am always anxious to discuss my lessons and refine them with (student teacher) also. My training as a UA has fostered this desire in me by reinforcing the importance of coaching and reflecting."

- "It encouraged me to become the best teacher I can be. It gave me incentive to continue to perfect the craft of teaching. I'm never too old to learn new things."

- "Obviously, being a role model necessitates close observation of your own lesson planning and presentation. It is refreshing to realize how hard I work and how much I have learned throughout the years. For example, I pay close attention to motivating my students on a daily basis."

- "Just having student teachers has caused me to continually reflect and improve upon my own teaching. Coaching techniques training reinforced, supported and added to what I was already doing."

- "The coaching process also works with individual students in assessing their progress, goals, and challenges. This has been a beneficial method in working with students and other adults on our team."

Other University Associates provided more specific comments such as:

- "I think it has just confirmed for me the importance of guiding students in their learning by engaging them. This has freed me from the need to be controlling and overactive in assuming responsibility for students' failures."

- "Just the daily activity of examining a lesson collaboratively, asking the hard questions about student work, trying to make access to all students, reflecting on lessons taught by the student teacher have heightened the level of my thinking about students and teaching. I have learned so much about group work and graphic organizers that I feel I am a better teacher because of this experience. I have made a more conscious and sustained commitment to doing the things I know are right because I know I should model what I tell my student teacher to do."

- "It has helped me to understand I am not the only one who can 'teach my children'. I have learned to let go a bit! My children write everyday, e.g., journals, stories, but I was very impressed with the poetry I thought would be too difficult for them."

- "The initial training got me thinking about the outcomes and goals of my lessons in class, and how they relate to my overall goals for the class. After teaching the same courses for several years, a teacher can lose track of the overall goals. As the school year progressed and obligations grew, I must admit that my evaluation of their overall goals were superseded by my day-to-day goals. The UA program was a great

opportunity for me, however, to initially delve into some metacognitive examination of my own teaching."

- "I've become more aware of my students' reactions to teaching styles. I've tried a lot of 'new' techniques in my classes-willing to take risks with only one class to mess up in if that were the case. Enjoyed trying new techniques-not all successful, but I'll keep trying."

Many University Associates provided concrete examples of changes in their classroom practices as a result of their new role. Among the various examples were the following:

- "It helped me in better planning my time, getting materials ready, developing meaningful lesson plans with my children's interests in mind. Working collaboratively with a student teacher is powerful. We brainstorm ideas together and team-teach at all times!"

- "He taught me how to create bingo games on the computer and use them in class plus, when we collaborate on a lesson plan, I use it also."

- "The coaching model is a great tool. It forced me to really think about how I do what I do when I teach, so I could communicate it to my student teacher. Also, having her in class enabled me to do more individual diagnosing, remediating, and enriching with my students in small groups and one-on-one."

- "I feel like a coach in my classroom-not a judge. I feel like I have encouraged other children to coach their peers."

- "I have reassessed how I taught the lesson after I witnessed the student teacher do the lesson as I had done it. I have had myself video taped, so I have studied myself in front of the class, but to see a method used by another. It makes one think. For example: We used the graphing calculators and after I HAD THE CLASS, then watched (the student teacher), I realized how much more effective it would be to have been handled differently."

One answer relates to all three levels:

- "The networking and sharing that result when two people are working so closely together in the same subject area are invaluable. The UA/student teacher relationship can and frequently is much closer than that between colleagues in a department. (The student teacher's) up-to-the-minute preparation in an excellent methods class has provided me with updated methods and techniques that will make me a better teacher. Her perspectives on many things have been refreshing and renewing for me.

  I have used a number of ideas and activities the student teacher has incorporated into her lesson plans such as: her anticipatory set and follow-up for showing of a video, her use of the game of concentration for guided practice and review (a game I had forgotten about). I have also incorporated some of her group management techniques, as she has synthesized the concepts so well. She has provided me with a "refresher course" on many occasions and it has been a pleasure to work with her and share with her."

One administrator's perspective on the impact of the entire new approach to student teaching, in particular, is interesting:

- "As an administrator, I find that my involvement with the student teachers and the University always have a positive influence. I feel a need to keep up on my reading. I feel excited about the profession and the kinds of students who are joining us. I feel

validated that the University sees our school as a community of learners where everyone learns something new everyday and will allow us to associate with the University as a Professional Development School. The major influence is GRATITUDE and ENCOURAGEMENT."

The responses to the question were analyzed and organized by emerging topics. A frequency count was tabulated to determine the approximate pattern of responses.

Seventy-eight (88%) of the 89 respondents answered Question 6.

Frequency	Issue/Theme	Sample Responses
HIGHEST FREQUENCY (42)	Clarify Own Goals through Reflection	"I find myself coaching each lesson I do." "Being in leadership role causes me to look at my own behavior." "It forced me to really think about how I would have done the activity." "It gave me incentive to continue to perfect the craft of teaching." "It offered me the opportunity to question the things that I do automatically."
HIGH FREQUENCY (22)	Sensitivity to Students	"More sensitive to how I will know student has mastered a concept." "Better job evaluating students' work." "Enjoy experimenting with my students." "Coaching works with individual students."
FREQUENT (11)	New Ideas	"Student Teacher taught me how to create new activities." "Enjoyed trying new ideas." "Enjoyed my student teacher's input with new ideas."

Question 7: Some powerful comments on the issue of the UCI/PDS impact beyond classroom life ("*How has your involvement with the UCI process as a University Associate had an impact upon you as a professional beyond the classroom?*") were:

- "This type of interaction works well in all personal and social interactions. Learning to listen to others is a skill that most of us can work to further develop!"

- "At a very personal level, I have examined how painfully huge the commitment of a teacher really is. As I help bring this young woman into a profession that sometimes overwhelms me with the unfinished and the undo-able, I also acknowledge that it provides satisfactions that I cannot imagine in any other context. It's a poignant career choice, because it will affect a person's ability to maintain marriage and family commitments and require many compromises of quality, and that's painful."

- "This process has shown me that it is much more important to be one who gently guides others rather than one who knows all the answers. I have become a better listener in my personal life because of my experience of listening to (student teacher) choosing certain information to respond to instead of already having an agenda."

- "It has opened doors even internationally. I was invited to participate in a Biliterate-Bilingual Symposium in Mexico and brought ideas to them on how to better implement student-teacher quality programs. (A UCI instructor) was also present during this visit to Mexico last year. This year, the Mexican teacher came to California to visit our program at Pio Pico and UCI. They saw in action our student teachers and how the whole program works. I also went to Lima, Peru, and visited my "alma mater" and presented how the collaborative model with schools/universities has a powerful impact on both student teachers and U.A. I have been invited to participate in a Latin

American Congress for Bilingual Education in Peru during October, and will be very happy to present again my experiences as a University Associate with UCI."

- "It's had an impact on me in the way I interact with other staff members, and even my husband."

As can be seen from these citations, the term "beyond the classroom" was interpreted by most teachers in professional or educational contexts rather than personal and private contexts. Only few teachers explicitly mentioned relationship with spouse and others, as well as career choice. It is not clear whether this is so because the term "beyond the classroom" did not invite more personal reflections or because it was transparent to the teachers but seemed too invasive. One response illuminates briefly the pain in exposing oneself:

- "I have grown to appreciate my own strengths as a teacher and as a humane individual. This has been the most difficult challenge of my teaching career. I will not seek a student teacher in the near future."

The responses to this question were analyzed and organized by emerging topics. A frequency count was tabulated to determine patterns of responses. Seventy-four (83%) of the 89 respondents answered this question.

Frequency	Issue/Theme	Sample Responses
HIGHEST FREQUENCY (10-20)	Professionalism	"Felt validated as an education colleague." "Grown to appreciate my own strengths as a teacher." "Makes me value what I do." "I have been exposed to interesting research." "I have gained respect for professors and their professionalism."

	Relationships	"I am more respectful in my relationships." "Talking to husband about problems." "I have begun to make a conscious effort not to judge, but to question." "Learned to listen to others." Improved communication skills helps in all areas."
FREQUENT (14)	Educational Training/ Leadership	"I hope to improve the quality of educators." "I have begun to think of teacher ed as a future option." "Given me confidence to go on as a trainer in other roles." "Have taken on more leadership roles."

SUMMARY

The findings suggest five categories of reflections from cooperating teachers in reaction to their new experience as University Associates:

1. **Attitudes and perceptions**
   - Renewed enjoyment and enthusiasm about teaching in the classroom.
   - Growing awareness that what they thought of as innovative techniques were already part of the student teacher's repertoire.
   - Heightened awareness of the need to make the learning environment more child-centered with a refreshed rapport with students.
   - Increased respect for the university faculty.

2. **Pragmatic applications**
   - Cognitive coaching techniques were used with students in the classroom, e.g., inquiry questions, non-judgmental feedback, involving students in self-assessment and reflection.
   - Technology is being utilized more frequently and more effectively.

- The skill of reflection is being used more often in the development of meaningful lesson plans which prompts teachers to question more things they do automatically.
- Approaches to time planning, classroom management, and discipline are reassessed.
- Instructional ideas are being brainstormed with other teachers more frequently.

3. Professional image

- More confident to train others, i.e., professionalism outside the classroom.
- Validated as a colleague by the university and considering teacher education as future career.
- Extended perception of working environment from the classroom to collaboration and sharing with colleagues from within and without the school.
- Awareness of weaknesses and areas that need professional growth.
- More commitment to the development of quality teacher education.

4. Human relations

- Improved social interaction and communication skills.
- Better equipped to help people do their own thinking and problem solving.
- More respect demonstrated in relationships with others.

5. Personal reflections

- Sense of pride as an individual.
- Change in attitudes in dealing with family members.
- Motivation to invest and remain in the profession.

These general statements do not reflect the depth and richness of the expressions offered by the cooperating teachers, but they illuminate the kind of changes that the cooperating teachers experienced in their new role as University Associates.

The changes which teachers expressed in their attitudes, practices, professionalism, human relations, and personal reflections provide insights into the hidden power of creating the University Associate role in a manner which

built and maintained trust through ongoing, respectful collaboration. The findings demonstrate that the University Associates went through a constructivist process in which their attitudes, perceptions, and behavior transformed vis-a-vis instruction, communication with other adults, personal growth, and professional responsibility and commitment. However, this development extended itself beyond each individual teacher to the school community. Groups of teachers from within the schools created a nucleus for school-based thinking which was supported in the dialogue meeting by other groups from the same district. In a way, the University Associates were actively involved or were becoming more involved with aspects related to school reform; yet, they may not have intended nor been aware of this involvement. Nor did the Professional Development School university faculty foresee the degree to which the changing role of University Associate would be instrumental in influencing school change.

The increased commitment of the university and the school participants throughout the mentoring process demonstrates the potential for positive change in the future of schools and in the university. Our study demonstrates that our approach to the Professional Development School partnership with teacher education programs provides a strong basis for change and renewal not only in the work of student teachers but also in the lives of individual teachers and their schools.

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Table 1

UCI/PDS UNIVERSITY ASSOCIATES ATTENDANCE DATA
1993-94

	PERCENTAGE OF UNIVERSITY ASSOCIATES' PARTICIPATION			
	Elementary		Secondary	Total
	Winter '94	Spring '94	Winter/Spring '94	
	(N=50)	(N=50)	(N=72)	(N=172)
EVENT				
Coaching Seminars	66%	70%	60%	65%
Student Teacher Orientations	78%	66%	58%	66%
Dialogues	79%	71%	30%	60%